



Rise Park out of School Club

Inspection report for early years provision

Unique Reference Number	EY332199
Inspection date	07 November 2006
Inspector	Jill Dawn Butler
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Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Rise Park Out of School Club is privately owned. It opened in 2006 and operates from the main hall, with access to an adjacent classroom, within Rise Park Infant School. It is situated in a residential area in Rise Park, in the London borough of Havering.

A maximum of 24 children aged four to under eight years may attend the club at any one time. It is open each weekday from 15:15 to 18:00 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 44 children aged from four to under eight years on roll. Children attend Rise Park infant and junior schools.

The club employs five staff, three of whom work on a part-time basis. Two of the staff, including the owner/manager, hold appropriate childcare qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are developing good understanding of how to take care of their own personal hygiene, for example, they know to wash hands after using the toilet and before eating their snack. Practitioners consistently apply good hygiene procedures, for example, wiping tables before snack time, mopping up spillages and sweeping the floor promptly.

Children's good health is promoted by the provision following appropriate sickness policies and procedures, which are effectively shared with parents. Children can expect to be treated appropriately in an accident or emergency situation. A fully equipped first aid box is easily accessible, and two practitioners have current first aid certificates. Accident records are completed with parents' signatures and confidentiality maintained. All required consents are in place, which enables practitioners to respond to situations effectively and promptly.

Children engage in a satisfactory range of activities to promote their physical development. They can move around freely in the spacious hall. They have ready access to the adjacent enclosed outdoor playground. They enjoy playing physical games outdoors, as well as using the enclosed adventure play area for climbing and swinging. Indoor football is a continuous, dominating event for a small number of older children, specifically boys, which creates high noise levels and sometimes distracts other children from fully concentrating and focussing when pursuing quieter activities.

During the daily snack time children can choose from a range of healthy eating options, for example, carrot and celery sticks, bread sticks, crackers, sandwiches, toast, cheese, yoghurts, salads and fruit. A water fountain is available at all times, which is located in the adjacent classroom. The needs of children with special dietary requirements are known and effectively met. Children sit together and chat happily when eating, which promotes their social and emotional development. However, children do not have sufficient opportunity to develop their independence and self-care skills as they do not pour their own drinks, or participate in the preparation or tidying away of the snack.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are able to move around safely, and negotiate space well. They pursue activities in a spacious, bright and welcoming environment. The risk of accidental injury is minimised through the effective organisation of the equipment, furniture and resources. Children's safety within the premises is assured as a result of secure perimeter fencing, and systems for controlling children's movements as well as entry for visitors is effective.

Children can access resources safely, and are encouraged to take care of their own personal safety and that of others. When undertaking activities and eating their snack they sit on small chairs and tables, which are comfortable and safe. Practitioners demonstrate clear and consistent boundaries and provide effective supervision. They undertake safety risk assessments prior to

the start of sessions, but the system is not sufficiently robust to ensure consistency in checking procedures. Children are well protected in the event of a fire. Fire drills are regularly undertaken, and there is appropriate fire fighting equipment and signage around the premises.

The manager has a clear understanding of her roles and responsibilities with regard to child protection, which ensures children's welfare is safeguarded. All practitioners are vetted, and there is an appropriate collection of children procedure in place.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy pursuing the range of activities, which are on offer to them. They play well individually, in pairs and in groups. They confidently select what activities they wish to pursue. They enjoy arts and craft activities, which have recently included creating firework pictures, clay models and butterfly paintings. Children enjoy playing a board game of Kerplunk together and laugh and get very excited as to who is going to win. They enjoy reading books to each other. They enjoy making music with the keyboard, and participate well with the rota for using the play station, which one child took responsibility for compiling. A small group of children enthusiastically play football, setting up a small pitch indoors.

Children are encouraged to express their opinions and preferences as to future developments for activities and resources at the club and these wishes are complied with where possible. In general, children are confident and happy to be at the club.

However, the provision is new and developing, and planning is limited, with no weekly plans presented for parents to view and participate in. A range of themes and topics are not pursued to enhance activities and a lack of structure to the session sometimes leads to a few children spending short periods not being sufficiently stimulated or challenged. This also limits opportunities for children to broaden their experiences rather than spending extended periods on one activity.

Helping children make a positive contribution

The provision is satisfactory.

Children arrive happily, quickly settle and demonstrate a sense of belonging. Children's individual needs are known and well met. Younger children who need additional support are responded to effectively by practitioners. They attend to their needs by providing individual attention and working sensitively with them to resolve any issues or concerns, to ensure their well-being.

Some resources reflect positive images of cultural diversity. However, limited activities within this area restricts opportunities for children to become aware of a range of cultural traditions which would enable them to learn about, and value, different beliefs and ways of life. Also, girls and boys are not sufficiently encouraged to broaden their experiences. Effective arrangements are in place to support children with learning difficulties and/or disabilities, and the provision demonstrates a positive attitude to promoting an inclusive environment.

Children are generally well behaved, and form good relationships. Practitioners act as positive role models and children learn to understand right and wrong through consistent boundaries, praise and age-appropriate management of behaviour. Children feel valued, affirmed and respected. Children's views as to how the club should operate and develop are welcomed and encouraged. They suggest ideas for activities, which can spontaneously develop during the course of a session, or become part of a future activity. There is an intention to establish a children's committee to encourage children's participation in planning and consequently enhance their experiences when attending the club.

A range of methods promotes effective communication with parents. Parents are welcomed into the club when they collect their children, and information exchange happens in a relaxed and friendly manner. Parents receive a handbook which contains all written policies and procedures. A parents' notice board displays relevant information about the club, including the menu. There is an intention to shortly embark upon a parent consultation exercise in order to gather parents' views and for them to make suggestions and comments about the club.

Organisation

The organisation is satisfactory.

The provision is owned and managed by an individual proprietor who attends and manages all sessions. She has relevant experience and is appropriately qualified to undertake this task. She keeps herself updated on developments by attending a good range of relevant short courses. This is a newly established provision and she is keen to reflect on practice and make beneficial improvements. She plans to participate in a quality assurance scheme in the near future.

She is well supported by a suitably trained and qualified deputy manager. She works as a teaching assistant at the school and therefore knows the children well. The other practitioners are not qualified and need supervised support from the managers. Practitioner meetings and appraisals systems are yet to be established. Practitioners are deployed effectively. They each have designated roles. Space and resources are suitably organised within the hall, with areas designated for different activities, for example, arts and crafts, physical play and board games. Arrangements for the arrival of children to the club are effective.

Record keeping is well organised, with required information kept and easily retrievable. There is a very good range of written policies and procedures in place, of which all parents and practitioners are made aware. All relevant information on individual children is suitably recorded in children's record forms, and stored in a confidential manner. A daily register is drawn up, and children are signed in and out. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure physical play activities are not overly dominant within the environment, and incorporate and meet the needs of all children, to include younger children and girls
- increase opportunities for children to develop self-care skills, for example, around snack time, to promote their independence
- develop a robust system for undertaking regular risk assessments to ensure daily checks are comprehensive and consistent
- institute a planning system for the provision of activities in order to ensure all children are fully stimulated and challenged, and to broaden their experiences
- provide additional opportunities to develop children's knowledge and awareness of a range of cultural traditions to enable them to learn about, and value, different beliefs and ways of life
- establish a system to assess, review and develop the performance of practitioners.

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